# **New School Application Readiness tool**

Associated documents

* [Guidelines to the Minimum Standards and Requirements for School Registration (the Guidelines)](https://www.vrqa.vic.gov.au/Documents/schoolsgdlines.docx)

Purpose

This tool is for applicants seeking to register a new school in Victoria. It guides you to submit an application that meets the minimum standards and requirements for school registration. It does not replace the *Guidelines to the Minimum Standards and Requirements for School Registration* (the Guidelines) or its evidence requirements.

Use this tool in conjunction with the Guidelines to:

* self-assess your readiness to apply
* consider the tips provided
* identify areas for improvement.

This tool and its guidance is not legal advice and if you have any concerns regarding your circumstances, you should seek independent advice.

The VRQA cannot register a school unless it is satisfied that the school complies with the minimum standards for school registration (Schedule 4 of the Education and Training Reform Regulations 2017) and requirements for school registration, including that it has developed policies, procedures, measures and practices in accordance with Ministerial Order No. 1359 Child Safe Standards – managing the risk of child abuse in schools.

The Guidelines set out the information, documentation and evidence required to satisfy the VRQA that the school meets the requirements of the minimum standards and requirements for school registration.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Part 1 – Governance** | | | | | | | | | | | |
| **Democratic principles** | | | | | | | | | | | |
| **Tip:** | A registered school’s programs and teaching must be consistent with the principles of Australian democracy, including a commitment to:   * elected government * the rule of law * equal rights for all before the law * freedom of religion * freedom of speech and association, and * the values of openness and tolerance.   Make sure that the statement affirming school’s adherence to the principles of Australian democracy includes a commitment to the above 6 democratic principles; the Guidelines provide examples of where this statement might be included. The evidence the school presents must be able to demonstrate that the school’s educational programs and teaching is consistent with the statement of commitment to the principles. | | | | | | | | | | |
| Is the school able to demonstrate that the school’s programs and teaching are consistent with the principles of Australian democracy? | | | | Yes | |  | No | |  | |
| **Governance structure** | | | | | | | | | | | |
| **Tip:** | One of the key decisions the entity will make when starting the process to register a school is its legal structure. Make sure the legal entity is appropriately registered and the entity understand the responsibilities of its established structure (for example, obligations under the *Corporations Act 2001* or *Association Incorporations Reform Act 2012*), including the implications it may have on any state and Commonwealth funding requirements, the former which include the requirement to be an incorporated entity. A school must also be registered as a charity with the Australian Charities and Not-for-profits Commission (ACNC). | | | | | | | | | | |
| Has the school established a legal structure (that is, a legal entity) to operate as a school? | | | | Yes | |  | No | |  | |
| **Tip:** | Where a legal entity is not established for the sole purpose of operating the school, as will be indicated in the objects set out in the constitution or rules of association, the school should seek independent legal advice about separating governance, finances and operations of the school from other operations of the legal entity to demonstrate that the school is structured to allow the:   * effective development of the strategic direction of the school * effective management of the finances of the school * the school to fulfil its legal obligations.   The school is able to meet the not-for-profit requirements in regulation 7 of the Education and Training Reform Regulations 2017 (ETR Regulations).  It is critical to document the measures and have policies and procedures in place, that will ensure the school can meet the above requirements and that the members of the governing body and responsible persons comply with these requirements.  A responsible person is defined in the Education and Training Reform Regulations 2017 as:   * the proprietor (the individual or all persons involved in directing the body) * each governing body member and each person who is conferred responsibility in the school governance structure for managing the school or its finances * the principal * and any other person who by the persons conduct assumes a position of authority over the governance or management of the school.   All responsible persons in a school must be fit and proper and able to carry out their legal responsibilities in relation to the operation of the school. There must be evidence of a completed [Fit and Proper Person declaration](https://www.vrqa.vic.gov.au/schools/Pages/schforms.aspx) from each responsible person. If a school operates or intends to operate a registered early learning centre, there are specific conditions that must be met if school money and/or property is to be used to support the early learning centre (for further information see page 11 of the Guidelines). | | | | | | | | | | |
| If the organisation is not established for the sole purpose of operating the school, has the organisation put in place appropriate governance, financial and operational controls to assure decision making in the best interest of the school and the management of all conflicts of interest and/or duty? | | | | Yes | |  | No | |  | |
| **Tip:** | The school governing body is responsible for making decisions in the best interests of the school and ensuring the school complies at all times with the minimum standards, including Ministerial Order No. 1359.The governing body may choose to delegate its financial and/or non-financial powers to the Principal or other staff. All delegations must be formally approved by the board and documented in an instrument of delegation.  It’s important to note that the school governing Ministerial Order No. 1359 is ultimately responsible for students and the school’s compliance, for example, duty of care and its obligations under Ministerial Order No. 1359 are non-delegable. Any delegations must not contravene requirements under relevant legislation (including the *Education and Training Reform Act 2006*, *Australian Education Act 2013* and regulations made thereunder), the ACNC Governance Standards, and relevant Ministerial Orders including:   * Ministerial Order No. 706 – Anaphylaxis Management in Victorian Schools, and * Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises. It is critical that the school have mechanisms in place so that the school governing body can act in the school’s best interest. It is therefore important to consider whether the members of the governing body:   + have relevant expertise and experience to effectively manage the school’s finances develop the school’s strategic direction, and fulfil the governing body’s legal obligations   + can make independent decisions in the best interests of the school and any conflicts of interest and/or duty are appropriately managed. This is particularly relevant where there are multiple family members on a board and/or members have actual or perceived conflicts of interest or duty for example, some members sit on the board of a related entity that provides services, or lease land to the school.   + are sufficient in number to pass resolutions if members are absent or conflicted   + meet the fit and proper requirements set out in the ETR Regulations. | | | | | | | | | | |
| Have all members of the school governing body been validly appointed to:   * effectively manage the school’s finances * develop the school’s strategic direction * fulfil its legal obligations? | | | | Yes | |  | No | |  | |
| Are the measures the school has taken to ensure the governing body makes decisions in the best interests of the school appropriately documented for example, the Governance charter, constitution, or rules of association, instruments of delegation, conflict of interest policy and register, related party transactions policy and procedure etc? | | | | Yes | |  | No | |  | |
| **Tip:** | Good governance requires that members will not be influenced or appear to be influenced by personal interest when making decisions. It is critical that the school has mechanisms in place to protect the independence of the school governing body to make decisions in the best interest of the school.  This is particularly relevant where members are related (for example, members of the same family) and/or have personally, or as members of the governing body of a related entity, entered into arrangements or agreements to provide services to the school or family members are employees of the school. | | | | | | | | | | |
| Has the school identified any actual and/or perceived conflicts of interest and/or duty in relation to any:   * school governing body member * member of the company or incorporated association * responsible persons (as defined in the ETR Regulations) * subcommittee members? | | | | Yes | |  | No | |  | |
| Has the school got a policy in place to address how conflict of interest and/or duty will be managed, and does the school have procedures in place to give effect to the policy? | | | | Yes | |  | No | |  | |
| **Tip:** | Good governance requires the governing body to have sound processes in place to identify and manage any actual, potential or perceived conflicts of interest or duty as it relates to its members, school staff or committee members. The way in which the school manages the conflict will depend on the nature of the conflict.  For example, if considered appropriate, the school may manage a conflict by requiring the member with the conflict to:   * not participate in discussions on the matter * abstain from voting on the matter * resign.   In such cases, the school may need to consider the composition of the governing body, as there may never be a quorum if all ‘conflicted’ members are required to abstain from voting. If the governing body is uncertain on how to manage a conflict, it should seek independent legal advice. | | | | | | | | | | |
| If the school has entered into an agreement and/or arrangement with a related or affiliated party of the school, has the school put in place appropriate governance and operational controls to manage the conflict of interest and ensure that those agreements and/or arrangements are commercial and entered into at an arms-length basis? | | | | Yes | |  | No | |  | |
| **Tip:** | Delegation decisions should be made formally by the school governing body, recorded in the minutes and executed in an instrument of delegation.  The school will need to make sure the delegated functions and powers are consistent with the authorising governance documents for example, constitution, governance charter. | | | | | | | | | | |
| Consider what functions and powers will be delegated by the governing body to responsible persons and/or any other school governing structure of the school (i.e. school board, subcommittees, principal) | | | | Yes | |  | No | |  | |
| **Tip:** | Make sure that all information the school presents in the financial capability assessment schedule is consistent with information submitted with the school’s application. For example, enrolment forecasts, staffing, payments and loan information is consistent and accurate. | | | | | | | | | | |
| Has the school utilised the Independent Schools Victoria (ISV) funding calculator for independent schools? | | | | Yes | |  | No | |  | |
| **Tip:** | Recurrent state and Commonwealth funding are paid to registered schools periodically throughout the school year.  This means a school must be able to demonstrate availability of capital to establish the school and cover the cost of all school operations until recurrent funding is paid by the state and the commonwealth. | | | | | | | | | | |
| Has the school provided evidence of sufficient financial resources to establish the school and ensure its ongoing financial viability? | | | | Yes | |  | No | |  | |
| **Tip:** | Make sure the school’s financial documents accurately and consistently reflect operational level costs involved in operating a school, including costs/fees associated with any agreements. | | | | | | | | | | |
| Is the school financially viable based on projected enrolments, proposed educational programs/services to be delivered, staff to student ratios and other operational costs? | | | | Yes | |  | No | |  | |
| Has the school accurately reflected in the school’s financial documents the costs/fees associated with any agreements/arrangements entered into with related individuals, entities and/or affiliated organisations for the purposes of school operations (including property leases or loans)? | | | | Yes | |  | No | |  | |
| Does the school’s strategic five-year plan and business plan identify strengths, weaknesses and strategies to achieve goals? | | | | Yes | |  | No | |  | |
| If the entity conducting the school is not established for the sole purpose of operating the school, has the school put in place appropriate arrangements so that all money and property received by the school is applied solely towards the conduct of the school? | | | | Yes | |  | No | |  | |
| Is the information presented by the school in the financial capability assessment schedule and other governance and financial documents consistent and accurate? Are all relationships and assumptions clearly documented? | | | | Yes | |  | No | |  | |
| **Not-for-profit status** | | | | | | | | | | | |
| **Tip:** | A school must be not-for-profit. Make sure the school has read and understands the definition of ‘not-for-profit’ defined in regulation 7 of the ETR Regulations). The requirements of a not-for-profit school are more onerous than ordinary not-for-profit requirements.  The school must be registered with the ACNC to apply for charity concessions from the Australian Taxation Office (ATO). For more information on tax concessions available to charities, see:   * [ATO guidance on tax concessions for not-for-profits](https://www.ato.gov.au/Non-profit/Getting-started/Tax-concessions-for-not-for-profits/)   If the school is not registered with the ACNC, the school will not be able to reflect these deductions in your financial documents. Please ensure your entity is registered or in the process of registering with the ACNC and a copy of the approved governance document (constitution/rules of association) is submitted to the ACNC prior to submitting your new school registration application. For more information, see:   * [Deductible Gift Recipient (DGR) Table on the ATO website.](https://www.ato.gov.au/Non-profit/Getting-started/In-detail/Types-of-DGRs/DGR-table---Deductible-Gift-Recipient-Categories/)   **Your entity will not be registered as a school if it is not registered as a charity with the ACNC.** | | | | | | | | | | |
| Is the legal entity registered or in the process of seeking registration with the ACNC? | | | | Yes | |  | No | |  | |
| Has the school made sure all governing body members and those submitting an application have read all provisions of the school’s governing documents and confirm that they align with the not-for-profit requirements in the ETR Regulations.  Take particular care when drafting clauses that deal with:   * objectives * asset distribution * payments, fees, salaries to members for services * winding up. | | | | Yes | |  | No | |  | |
| Has the school made sure the governing documents such as the constitution or rules of association do not contravene not-for-profit requirements under ETR Regulations? | | | | Yes | |  | No | |  | |
| Has the school ensured that there are sufficient governance arrangements and policies and procedures, in place to eliminate the risk of entering into agreements that contravene the not-for-profit requirements under ETR Regulations? | | | | Yes | |  | No | |  | |
| Has the school made sure any agreements are on commercial terms and do not constitute a prohibited agreement or arrangement within the meaning of regulation 7A of the ETR Regulations and otherwise not a breach of the not-for-profit requirements as detailed in regulation 7? Has the school documented its ongoing financial commitments (including costs associated with loans and repayment of loans) in your financial documents? | | | | Yes | |  | No | |  | |
| Does the school have binding written agreements for any loans or arrangements, including with related or affiliated entities or persons? | | | | Yes | |  | No | |  | |
| **Tip:** | Make sure any agreements/arrangements the school has entered into with a third party, be it related/affiliated or not, of the school (this may be an individual or another legal entity) is not a ‘prohibited agreement or arrangement’, as outlined in regulation 7 (and defined in regulation 7A) of the ETR Regulations.  Related parties may include affiliated organisations, people, and any other responsible persons, including family members.  Related party transactions may include:   * purchases or sales of goods or property * rendering or receiving of services including licensing agreements * loans (note a school may never provide a loan to a third party).   The school needs to put in place a binding and executed written agreement, which does not constitute a prohibited agreement. These agreements must be on commercial terms within the meaning of regulation 5. | | | | | | | | | | |
| **Probity** | | | | | | | | | | | |
| **Tip:** | All **responsible persons** in a school must be fit and proper (within the meaning of the ETR Regulations) and able to carry out their legal responsibilities in relation to the operation of the school. A proprietor of a registered non-government school must notify the VRQA in writing within 30 days if a responsible person is the subject of a **notifiable disclosure event**as defined in regulation 5 of ETR Regulations. | | | | | | | | | | |
|  | Read the definitions of responsible person and fit and proper*.*  Make sure all responsible persons are familiar with and understand the school’s governing documents and school’s policies. | | | | | | | | | | |
| Has the school identified all responsible persons in the school and ensured they meet the fit and proper person requirements? | | | | Yes | |  | No | |  | |
| Have members of the school governing body and all responsible persons read and understood the school governing documents such as the constitution and/or rules of association, governance charter, conflict of interest policy and instruments of delegation etc.? | | | | Yes | |  | No | |  | |
| Have all responsible persons completed a [Fit and Proper Person declaration](https://www.vrqa.vic.gov.au/schools/Pages/schforms.aspx)? | | | | Yes | |  | No | |  | |
| **Philosophy** | | | | | | | | | | | |
| **Tip:** | A school must have a clear philosophy and be able to demonstrate how it is enacted. The school’s philosophy statement provides a foundation for the school’s strategic planning decisions and communicates the nature of the school to prospective staff, students, parents and guardians.  Make sure that the school’s philosophy is reflected in various school policies, including enrolment policy documents. | | | | | | | | | | |
| Has the school finalised the school’s philosophy which includes its vision, mission, values and objectives? | | | | Yes | |  | No | |  | |
| Is the school able to demonstrate how the school’s philosophy is enacted and where it will be published? | | | | Yes | |  | No | |  | |
| **Part 2 – Enrolment** | | | | | | | | | | | |
| **Student enrolment numbers** | | | | | | | | | | | |
| Do the confirmed enrolments for the school meet the minimum student enrolment numbers in the ETR Regulations? | | | | Yes | |  | No | | |  | |
| **Enrolment policy** | | | | | | | | | | | |
| **Tip:** | The school’s enrolment agreement is a legally enforceable document. At minimum, it should:   * clearly identify the parties * outline the including where the school makes reasonable adjustments to accommodate a student) * tuition fees and any other costs * the grounds upon which the agreement may be terminated * any codes of conduct for students, parents and guardians. | | | | | | | | | | |
| Does the school’s enrolment policy clearly outline: | | | | | | | | | | | |
| * enrolment/admission eligibility criteria for domestic students which is consistent with the school’s philosophy? | | | | Yes | |  | No | | |  | |
| * if preference is given to adherents of a particular religious denomination (if applicable)? | | | | Yes | |  | No | | |  | |
| * enrolment key dates? | | | | Yes | |  | No | | |  | |
| * the school’s enrolment process, including the person(s) responsible for making enrolment decisions | | | | Yes | |  | No | | |  | |
| * a statement of the eligibility criteria for reasonable adjustments and what reasonable adjustments the school can make? | | | | Yes | |  | No | | |  | |
| * a school enrolment privacy and national data collection statement? | | | | Yes | |  | No | | |  | |
| * the documentary evidence required to enrol a student at the school (i.e. immunisation records, custody arrangements, court orders, birth certificate, evidence of Australian citizenship or permanent residency, previous school records etc.)? | | | | Yes | |  | No | | |  | |
| * whether an enrolment decision can be appealed and processes for appeal? | | | | Yes | |  | No | | |  | |
| Has the school finalised an enrolment agreement and is this publicly available? | | | | Yes | |  | No | | |  | |
| Are the enrolment agreement’s terms clear, transparent and understandable by parents and guardians? | | | | Yes | |  | No | | |  | |
| Does the enrolment agreement link or reference key policies and procedures, including the school’s complaints and grievance management policy and behaviour management policies? | | | | Yes | |  | No | | |  | |
| **Register of enrolments** | | | | | | | | | | | |
| Does the school’s enrolment register provide for recording the total number of students enrolled in the school, including the specific requirements outlined in the Guidelines? | | | | Yes | |  | No | | |  | |
| Has the school identified the form the enrolment register will take (i.e. will it be paper-based or electronic)? | | | | Yes | |  | No | | |  | |
| Does the school’s processes and procedures for **recording**, **updating** and **maintaining** the enrolment register meet Commonwealth and state funding requirements? | | | | Yes | |  | No | | |  | |
| Does the school’s processes and procedures specify when enrolment data will be obtained and updated and who is responsible for maintaining the register? | | | | Yes | |  | No | | |  | |
| **Attendance register** | | | | | | | | | | | |
| Does the school’s attendance register provide for recording each student’s attendance at the school at least twice a day? And does it allow the school to record student absences and the reason given for the absence? | | | | Yes | |  | No | | |  | |
| **Part 3 – Curriculum and student learning** | | | | | | | | | | | |
| **Curriculum Framework F–10** | | | | | | | | | | | |
| **Tip:** | | Allschools must make sure that, taken as a whole, the 8 **learning areas** set out in Schedule 1 of the *Education and Training Reform Act 2006* are substantially addressed in their F–10 curriculum.  A school must also deliver a curriculum that is approved by the Australian Curriculum and Assessment Reporting Authority (ACARA).  If the school is seeking to register a specialist or specific purpose school, the school does not have to substantially address the 8 learning areas. The school will still need to present evidence of the learning areas that the school will deliver.  For further informationon the Victorian Curriculum F–10, including curriculum planning, assessment and reporting, see:   * <https://victoriancurriculum.vcaa.vic.edu.au/> | | | | | | | | | |
| **Foundation secondary or senior secondary**  If the school is seeking to deliver a foundation secondary or senior secondary course (that is, VCE, VPC or the IB Diploma), please note that the school will be required to meet additional requirements set out in the Minimum Standards for registration to provide a foundation secondary or senior secondary course.  Schools must also obtain authorisation to deliver foundation secondary or senior secondary courses from the relevant awarding body (that is, the Victorian Curriculum and Assessment Authority (VCAA) for the VCE and VPC and the International Baccalaureate for the IB Diploma).  We recommend that all applicants seeking to deliver a foundation secondary or senior secondary course engage with the respective awarding body early in the pre-application process. | | | | | | | | | |
| Has the school clearly outlined in its curriculum documents which ACARA approved Curriculum the school will be delivering? (for example, Victorian Curriculum, Australian Curriculum) | | | | Yes | |  | | No **o** | |  | |
| Do the curriculum documents clearly demonstrate how the delivery of the key learning areas will be organised and implemented? | | | | Yes | |  | | No | |  | |
| Do the curriculum planning documents clearly demonstrate how the school will substantially address and deliver the eight learning areas? | | | | Yes | |  | | No | |  | |
| Does the curriculum pedagogy and implementation reflect the school’s philosophy? | | | | Yes | |  | | No | |  | |
| Has the school made sure the school’s curriculum and teaching practice are scheduled for review periodically? | | | | Yes | |  | | No | |  | |
| Do the review of curriculum and teaching practice documents clearly outline the method of review, learning areas to be reviewed, frequency of review and who will be involved in the review? | | | | Yes | |  | | No | |  | |
| **Student learning outcomes** | | | | | | | | | | | |
| Has the school developed a strategy and processes for continuous improvement of student learning outcomes, including outcomes for students at risk? | | | | Yes | |  | | No | |  | |
| Has the school specified which student learning outcomes data the school will collect and how the school will analyse and use this data to improve student learning outcomes? | | | | Yes | |  | | No | |  | |
| **Monitoring and reporting on students' performance** | | | | | | | | | | | |
| Has the school made sure the school’s policies and procedures for assessing and monitoring student progress and achievement include a statement about how it will meet Australian Government student reporting requirements? | | | | Yes | |  | | No | |  | |
| Has the school outlined how each parent of a student enrolled at the school and the student will access student performance information, including at least 2 written reports in each year of enrolment? | | | | Yes | |  | | No | |  | |
| **Information about school performance** | | | | | | | | | | | |
| Has the school outlined the ways in which the school’s student performance data in state-wide tests and examinations will be reported to the community at least once a year (if applicable)? | | | | Yes | |  | | No | |  | |
| Does the information include those required under regulation 60 of the Australian Education Regulations 2013? | | | | Yes | |  | | No | |  | |
| **Part 4 – Care, safety and welfare** | | | | | | | | | | | |
| Do the school’s policies and procedures clearly outline the duties of care owed to students? Do they recognise that greater measures may need to be taken for younger students or students with disabilities? | | | | Yes | |  | No | |  | |
| **Tip:** | Remember the school’s obligations under the Ministerial Order No. 1359 and duty of care and how the school’s policies and procedures must ensure the care, safety and welfare of students. Duty of care cannot be delegated. | | | | | | | | | | |
| Do the school’s policies and procedures reflect the reasonable measures the school has taken to protect students or other persons from reasonably foreseeable risks of injury or prevent the abuse of a child by an individual associated with the school while the child is under the care, supervision or authority of the school? | | | | Yes | |  | No | |  | |
| Do the school’s policies and procedures clearly outline how the school will discharge its duties of care? | | | | Yes | |  | No | |  | |
| **Restrictive intervention** | | | | | | | | | | | |
| Do the school’s policies and procedures clearly outline the circumstances under which the school will use restrictive interventions to protect the safety of a student and members of the school community? | | | | Yes | |  | No | |  | |
| Do the policies and procedures include guidance to staff on the types of restraint that can be used and the actions the school will take after the use of restrictive intervention? | | | | Yes | |  | No | |  | |
| Are the school’s policies and procedures consistent with its philosophy and/or student cohort? | | | | Yes | |  | No | |  | |
| Do the use of restrictive intervention procedures appropriately link with the school’s other related policies and procedures, including student behaviour management? | | | | Yes | |  | No | |  | |
| **Anti-bullying and harassment** | | | | | | | | | | | |
| Do the school’s policies and procedures contain clear definitions of bullying, harassment and cyber bullying, including a statement that bullying is not tolerated? | | | | Yes | |  | No | |  | |
| Has the school outlined how the school intends to communicate its policies and procedures to students, parents and guardians, and staff?  Is it communicated in a way that is clear, accessible and easily understood by the audience (student cohort, parents etc.)? | | | | Yes | |  | No | |  | |
| Are there clear procedures on what to do when bullying has been reported by a student, including actions the school will take? | | | | Yes | |  | No | |  | |
| Do the school’s policies and procedures require incidents of bullying, harassment and cyber bullying to be recorded? | | | | Yes | |  | No | |  | |
| Do the school’s policy and procedures outline types of early intervention and support it will offer, including any programs it will deliver to students and staff to raise and increase awareness of bullying, harassment and cyber bullying? | | | | Yes | |  | No | |  | |
| Are related policies and procedures appropriately linked and consistent? For example, enrolment policy, Ministerial Order No. 1359. | | | | Yes | |  | No | |  | |
| **On-site supervision arrangements** | | | | | | | | | | | |
| Do the school’s on-site supervision arrangements demonstrate: | | | | | | | | | | |
| * Supervision during recess and lunch, including a map which identifies the areas of the school for supervision and procedures the school will follow for managing students who are able to leave school during lunchtime. | | | | Yes | |  | No | |  | |
| * classroom supervision, including supervision when moving students from classrooms to different areas within the school, such as library, hall, outdoor areas? | | | | Yes | |  | No | |  | |
| * before and after school supervision times and areas including the risks of the school environment and location? | | | | Yes | |  | No | |  | |
| * procedures the school will follow for students who remain uncollected from school or who arrive prior to supervised times? | | | | Yes | |  | No | |  | |
| * who will be responsible for onsite supervision, including school procedures for managing on-site supervision of students in line with the duty of care policies and Ministerial Order No. 1359? | | | | Yes | |  | No | |  | |
| **Off-site supervision arrangements** | | | | | | | | | | | |
| Do the school’s off-site supervision procedures and arrangements reflect: | | | | | | | | | | |
| * the types of off-site activities the school intends to undertake such as day excursions, overnight excursions, overseas tours, camps, local area outings, swimming etc.? | | | | Yes | |  | No | |  | |
| * the duty of care obligations, considering the children’s age, the venue, conditions and the children’s ability etc.? | | | | Yes | |  | No | |  | |
| * risk register and risk management, including in relation to Ministerial Order No. 1359 and the risk of bushfires and the procedures to be observed if there is a risk of bushfire in the activity location | | | | Yes | |  | No | |  | |
| * requirements for external instructors/providers when engaged by the school as part of an off-site activity. This will include Working with Children Clearance, and may include appropriate level of qualifications and skills, insurance coverage etc.? | | | | Yes | |  | No | |  | |
| * the school procedures for informing parent/guardians/students of the nature of the off-site activity, the supervision arrangements, mode of transport, emergency contact information, medical/health information, costs involved and seeking consent? | | | | Yes | |  | No | |  | |
| * the reasonable measures the school will take to protect students from foreseeable risks of injury, and precautions to prevent the abuse of a child by an individual associated with the school while the child is under the care, supervision or authority of the school? | | | | Yes | |  | No | |  | |
| **Safety and welfare of students learning with another provider** | | | | | | | | | | | |
| Will the school’s curriculum and programs require engaging other providers?   * If yes, continue below. * If no, go to **Arrangements for ill students**. | | | | Yes | |  | No | |  | |
| **Tip:** | Senior secondary schools may enter into an agreement with an RTO to deliver foundation secondary or senior secondary programs. Written agreements must be in place if the school is engaging other providers. | | | | | | | | | | |
| If the school has engaged another provider for the delivery of the school’s curriculum and programs, is there a formal agreement/contract in place? | | | | Yes | |  | No | |  | |
| If the school has engaged another provider for the delivery of the school’s curriculum and programs, has the school outlined the strategies and procedures the school will put in place to ensure student care, safety and welfare, including Ministerial Order No. 1359?  Do these strategies and procedures consider children’s age, vulnerabilities, and abilities? | | | | Yes | |  | No | |  | |
| Do the school’s policies and procedures for engaging external providers reflect reasonable measures to protect students from foreseeable risks of injury and precautions to prevent the abuse of a child by an individual associated with the school while the child is under the care, supervision or authority of the school? | | | | Yes | |  | No | |  | |
| **Tip:** | If the responsibility for providing an accredited foundation secondary or senior secondary course is shared by the school and another provider such as an RTO, the school and the other provider must have policies and procedures in place to manage the care, safety and welfare of students. | | | | | | | | | |
| **Arrangements for ill students** | | | | | | | | | | | |
| Do the school’s policies and procedures clearly outline the school’s response to a student who becomes ill at school, including staff responsible for supervision of ill students and staff who hold first-aid qualifications? | | | | Yes | |  | No | |  | |
| Do the policies and procedures outline the types of support and medical assistance provided by the school in the event a student becomes ill and do they appropriately link emergency medical response of the school as part of the First Aid Policy (for example, asthma and anaphylaxis)? | | | | Yes | |  | No | |  | |
| Has the school provided procedures for notifying parents/guardians? | | | | Yes | |  | No | |  | |
| Are related school policies and procedures appropriately linked and consistent? | | | | Yes | |  | No | |  | |
| **Accident and incident register** | | | | | | | | | | | |
| Is there a pro forma accident and incident register with fields to capture a description of the accident and/or incident, student details, action taken, details of the person recording the accident/incident, name of witnesses (if any), follow up, parent/guardian notification etc.? | | | | Yes | |  | No | |  | |
| **First aid** | | | | | | | | | | | |
| Do the school’s policies and procedures outline circumstances when first aid may be administered by the school? | | | | Yes | |  | No | |  | |
| Does it identify who will administer first aid? | | | | Yes | |  | No | |  | |
| Is there a dedicated facility for students requiring first aid?  OR  Is there a private area where ill or injured students can rest comfortably under supervision? | | | | Yes | |  | No | |  | |
| Is there an outline of where first-aid kits/medicines are located and stored? | | | | Yes | |  | No | |  | |
| Is there lockable storage for medication? | | | | Yes | |  | No | |  | |
| Has the school addressed procedures for managing known medical conditions such as asthma? | | | | Yes | |  | No | |  | |
| Are related school policies and procedures appropriately linked and consistent? | | | | Yes | |  | No | |  | |
| **Register of staff trained in first aid** | | | | | | | | | | | |
| Is there a register of staff trained in first aid? Does the register capture staff name, name of course, course completion and expiry dates to ensure currency? | | | | Yes | |  | No | |  | |
| Has the school identified staff members who will require first aid and anaphylaxis management training? | | | | Yes | |  | No | |  | |
| Is there a process for ensuring the first-aid register is current? | | | | Yes | |  | No | |  | |
| **Record of student medical conditions and management** | | | | | | | | | | | |
| Do the school’s policies and procedures outline a process for obtaining, recording and updating student medical conditions and management of these conditions and identify person responsible for undertaking these actions? | | | | Yes | |  | No | |  | |
| Has the school prepared relevant forms and documents to maintain a record of student medical conditions? | | | | Yes | |  | No | |  | |
| **Distributing medicine** | | | | | | | | | | | |
| Are there policies and procedures for identifying students who require medicine at school? | | | | Yes | |  | No | |  | |
| Do the school’s policies and procedures clearly outline how medicine for students with illnesses/medical conditions will be stored and administered at school? | | | | Yes | |  | No | |  | |
| Do the school’s policies and procedures clearly identify who is responsible for receiving, storing, monitoring, disposing and administering medicines? | | | | Yes | |  | No | |  | |
| Are related school policies and procedures appropriately linked and consistent? | | | | Yes | |  | No | |  | |
| Are there consent forms for parents or guardian to complete? | | | | Yes | |  | No | |  | |
| **Internet use** | | | | | | | | | | | |
| Do the school’s policies and procedures outline the school’s approach to internet use taking into consideration school’s use of ICT programs, the student cohort and delivery of the curriculum? | | | | Yes | |  | No | |  | |
| Has the school outlined the school’s strategies for ensuring cyber safety of students? | | | | Yes | |  | No | |  | |
| Has the school developed an ICT acceptable use agreement for students/parents to sign? | | | | Yes | |  | No | |  | |
| **Managing complaints and grievances** | | | | | | | | | | | |
| Does the school’s policy and procedure for managing complaints and grievances outline the purpose of the policy and the desired outcome? | | | | Yes | |  | No | |  | |
| Does the policy clearly identify the scope (i.e. who does it to apply to and in what situations)? | | | | Yes | |  | No | |  | |
| Is the policy consistently referenced in the enrolment agreement? | | | | Yes | |  | No | |  | |
| Does the policy clearly outline the steps for responding to complaints, including the escalation process and does it provide timeframes that are reasonable? | | | | Yes | |  | No | |  | |
| Does it clearly identify roles and responsibilities of staff involved in the complaint management process, including escalation? | | | | Yes | |  | No | |  | |
| Is there an appeal process for the management of complaints? Does the complaints procedure provide a review process? Does it give information on external organisations, such as the VRQA, if the complainant is not satisfied with the complaint outcome or the way it has been managed? | | | | Yes | |  | No | |  | |
| Does the policy/procedure reflect procedural fairness and natural justice (i.e. an opportunity for both parties to be heard and treated fairly)? | | | | Yes | |  | No | |  | |
| Is the policy and procedure described in language accessible to staff, students, guardians, parents and the school community? | | | | Yes | |  | No | |  | |
| Does the policy and procedure outline how they will be communicated to staff, students, guardians, parents and how the school community can access them? | | | | Yes | |  | No | |  | |
| **Part 5 – Child Safety** | | | | | | | | | | | |
| **Mandatory Reporting** | | | | | | | | | | | |
| Has the school developed policies and procedures for staff to understand and follow mandatory reporting obligations? | | | | Yes | |  | No | |  | | |
| Do the school’s policies and procedures:   * make reference to the relevant legislation? * define who mandated reporters are and their responsibilities? * identify the circumstances under which a mandatory reporter must report? * require mandated reporters to make a report on each occasion they form a belief? * require mandated reporters to make a report as soon as practicable? * require mandated reporters to report even if the Principal does not share their belief? * require mandated reporters to ensure that a report has been made in instances where another mandated reporter has undertaken to make a report? | | | | Yes | |  | No | |  | | |
| **Tip:** | Read the requirements of the mandatory reporting obligations in Part 4.4 of the *Children, Youth and Families Act 2005*.  For further information, see:   * [Department of Families, Fairness and Housing ­– Making a report to child protection](https://providers.dffh.vic.gov.au/making-report-child-protection) | | | | | | | | | | |
| **Failure to disclose offence and the Failure to protect offence** | | | | | | | | | | | |
| Has the school developed policies and procedures, so staff understand their reporting obligations arising from the ‘failure to disclose and failure to protect offences? | | | | | Yes |  | No | |  | | |
| Do policies and procedures:   * identify who the obligations apply to? * contain a full definition of the offences? * describe the actions to be taken to reduce or remove the risk of sexual offence against a child, including the agency to be contacted when a reasonable belief is formed that a sexual offence has been committed? * provide examples of ‘reasonable belief’ and ‘reasonable excuse’? | | | | | Yes |  | No | |  | | |
| **Tip:** | Read the relevant sections of the *Crimes Act 1958* (Vic)which outlines the definitions and reporting obligations arising from the offences of:   * failure by a person in authority to protect a child from sexual offence * failure to disclose sexual offence committed against child under the age of 16 years.   For further information, see:   * [Department of Justice and Community Safety – Failure to protect: a new criminal offence to protect children from sexual abuse](https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-protect-a-new-criminal-offence-to) | | | | | | | | | | |
| **Child Safe Standards – Ministerial Order No. 1359** | | | | | | | | | | | |
| Have you developed policies and procedures, strategies and practices in accordance with Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises. | | | | | Yes |  | No | |  | | |
| Do the school’s policies and procedures:   * address each of the elements covered under Ministerial Order No. 1359? * address all types of child abuse as defined in the *Child Wellbeing and Safety Act 2005*, including when an act is committed by a child against a child? * consider the ‘school environment’ and needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable? * contain a child safety code of conduct? * consider child safety in physical and online environments? | | | | | Yes |  | No | |  | | |
| **Tip:** | The school governing body (called the school governing authority in Ministerial Order No. 1359) is required to embed child safety and wellbeing in leadership, governance and culture and to establish a culturally safe school environment.  It is critical that the school governing body members and staff read, understand and receive training on the requirements of Ministerial Order No. 1359.  The governing body must undertake a process of identifying child safety and well-being risks in the **school environment** and put in place measures to reduce and/or mitigate these risks. The child safety risk assessment should take into consideration factors such as site-specific risks, programs offered, and vulnerabilities present within the student cohort.  It is critical that the school’s child safe policies and procedures address all types of child abuse as defined in the *Child Wellbeing and Safety Act 2005*, including when an act is committed by a student against another student:   1. any act committed against a child involving – 2. a sexual offence; or 3. an offence under section 49M(1) of the *Crimes Act 1958*; and   (b) the infliction on a child of –   1. physical violence; or 2. serious emotional or psychological harm; and   (c) serious neglect of a child.  For further information on the Ministerial Order No. 1359, see:   * [Schools - guidance | Victorian Government (www.vic.gov.au)](https://www.vic.gov.au/child-safe-standards-schools-guidance) | | | | | | | | | | |
| **Reportable Conduct Scheme** | | | | | | | | | | | |
| Is the school aware of its reporting obligations under the Reportable Conduct Scheme?  For further information, see: [Commission for Children and Young People (CCYP) – Reportable Conduct Scheme](https://ccyp.vic.gov.au/reportable-conduct-scheme/) | | | | | Yes |  | No | |  | | |
| Does the school have policies and procedures to ensure its compliance with the Reportable Conduct Scheme? | | | | | Yes |  | No | |  | | |
| **Anaphylaxis management policy** | | | | | | | | | | | |
| Has the school reviewed Ministerial Order No. 706 and does the school’s policy and procedure comply with its requirements?  For further information, see: [Ministerial Order No.706: Anaphylaxis Management in Victorian schools and school boarding premises (PDF)](https://www.education.vic.gov.au/Documents/school/teachers/health/Anaphylaxis_MinisterialOrder706.pdf) | | | | Yes | |  | No | |  | |
| **Emergency bushfire management** | | | | | | | | | | | |
| Has the school checked if the school site is in a Bushfire At-Risk area? | | | | Yes | |  | No | |  | |
| If the school site is listed on the Department of Education Bushfire At-Risk Register, has the schools addressed the additional requirements outlined in [Guidelines for bushfire preparedness – registered schools and school boarding premises](https://www.vrqa.vic.gov.au/schools/Pages/bushfire-preparedness.aspx)? | | | | Yes | |  | No | |  | |
| **Emergency Management Plan (EMP) – All schools** | | | | | | | | | | |
| Has the school finalised its EMP with relevant site-specific information including: | | | | | | | | | | |
| * school profile and contact information? | | | | Yes | |  | No | |  | |
| * relevant emergency services contact information? | | | | Yes | |  | No | |  | |
| * site and floor maps which identifies emergency exits, routes, location of emergency equipment and first-aid kits, access to emergency services, on-site and off-site evacuation points? | | | | Yes | |  | No | |  | |
| * job titles of persons responsible for responding to emergencies and critical incidents? | | | | Yes | |  | No | |  | |
| * policies and procedures for the planning and approval of off-site activities which consider the risk of bushfire in the activity location? | | | | Yes | |  | No | |  | |
| Does the school’s EMP provide procedures relating to different types of emergencies, such as, those requiring school closure, lockdown or reduction in the number of students or staff attending? | | | | Yes | |  | No | |  | |
| Does the EMP provide information as to how the school will ensure that building occupants are aware of the evacuation procedures? | | | | Yes | |  | No | |  | |
| Does the EMP include a risk assessment for the school that includes hazards, risk level and risk controls? | | | | Yes | |  | No | |  | |
| Does the school’s EMP outline its response to a critical incident? | | | | Yes | |  | No | |  | |
| Does the school’s EMP require review at least annually and immediately after any significant incident? | | | | Yes | |  | No | |  | |
| **Tip:** | | | Critical incidents are circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff. An emergency may require the school to enact a critical incident response. However, not all critical incidents will require an emergency response.  To find out if your school is on the Bushfire At-Risk Register, contact:   * [Emergency.management@education.vic.gov.au](mailto:Emergency.management@edumail.vic.gov.au)   For schools on the Bushfire At-Risk Register you are required to address additional requirements as outlined in [Guidelines for bushfire preparedness](https://www.vrqa.vic.gov.au/schools/Pages/bushfire-preparedness.aspx) – registered schools and school boarding premises. | | | | | | | |
| **Student behaviour management** | | | | | | | | | | |
| Has the school made sure its policies and procedures for student behaviour management meet the specific requirements outlined in the Guidelines? | | | | | Yes |  | No | |  | |
| Do policies and procedures outline how the school will manage suspensions and expulsions and how this is communicated to parents and guardians? | | | | | Yes |  | No | |  | |
| Has the school established a procedure for recording and maintaining the register of suspensions and expulsions, and included who is responsible for maintenance of this register? | | | | | Yes |  | No | |  | |
| Is the school’s student behaviour management consistent with its philosophy and related policies and procedures, including linking to the enrolment agreement? | | | | | Yes |  | No | |  | |
| **Attendance monitoring** | | | | | | | | | | |
| Does the school’s attendance monitoring policies and procedures meet the specific requirements outlined in the Guidelines? | | | | | Yes |  | No | |  | |
| Has the school considered if its policies and procedures for unexplained student absences align with duty of care obligations? | | | | | Yes |  | No | |  | |
| If the school is proposing to offer a foundation secondary or senior secondary course, do the school’s policies and procedures address how attendance is monitored for students participating in courses provided by another provider such as a registered training organisation (RTO)? | | | | | Yes |  | No | |  | |
| **Part 6 – Staff employment** | | | | | | | | | | | | |
| **Teachers’ requirements** | | | | | | | | | | | | |
| Has the school checked that all its teaching staff are registered with the Victorian Institute of Teaching (VIT) or have permission to teach? | | | | | Yes |  | No | |  | | | |
| Has the school outlined how the school intends to manage and help teachers employed at the school to comply with any condition, limitation or restriction of that registration or permission to teach? | | | | | Yes |  | No | |  | | | |
| Does the school have a register of teachers with each teacher’s name, VIT teacher registration number, expiry and renewal date and category of registration? | | | | | Yes |  | No | |  | | | |
| Has the school outlined the procedures for maintaining the register of teachers, including who is responsible for checking teachers are VIT registered and comply with any condition, limitation or restriction of the registration? | | | | | Yes |  | No | |  | | | |
| **Working with Children Clearance requirements** | | | | | | | | | | | | |
| Do the school’s policies and procedures clearly outline who will require a Working with Children Clearance? | | | | | Yes |  | No | |  | | | |
| Is it consistent with the requirements of the *Worker Screening Act 2020*? | | | | | Yes |  | No | |  | | | |
| Does the school have a register to record and maintain Working with Children Clearance cardholder details including expiry date? | | | | | Yes |  | No | |  | | | |
| Do the school’s policies and procedures clearly identify the person responsible for checking that those required to have a Working with Children Clearance have one? | | | | | Yes |  | No | |  | | | |
| Do the school’s policies and procedures clearly identify the person responsible for recording and updating the Working with Children Clearance register? | | | | | Yes |  | No | |  | | | |
| Do the school’s policies and procedures outline the procedures for maintaining the register, including verifying Working with Children Clearance details provided? | | | | | Yes |  | No | |  | | | |
| Do the school’s policies and procedure outline the school’s response to a cardholder receiving an Interim Negative Notice or a Negative Notice under the *Worker Screening Act 2020*? | | | | | Yes |  | No | |  | | | |
| **Part 7 – School infrastructure** | | | | | | | | | | | | |
| **Buildings, facilities and grounds** | | | | | | | | | | | | |
| Has the school secured a site to operate the school? | | | | | Yes |  | No | |  | | | |
| If the school site is a pre-existing building, has the school checked if the buildings, facilities and grounds meet all legal and health and safety requirements? | | | | | Yes |  | No | |  | | | |
| Has the school documented any adjustments it’s made for students with disability such as ramps, lifts and disabled toilet facilities? | | | | | Yes | ☐ | No | | ☐ | | | |
| If the school is proposing to build new school buildings, facilities and grounds, has it obtained the relevant planning permits to operate an education centre on the site? | | | | | Yes |  | No | |  | | | |
| Has the school considered alternative sites in the event the new construction is not ready for occupation by Term 1 of school commencement? | | | | | Yes |  | No | |  | | | |
| Is the school able to demonstrate that school buildings and facilities comply with local planning regulations and with the Building Code of Australia, Class 9B or equivalent? | | | | | Yes |  | No | |  | | | |
| Has the school considered the maximum occupancy allowed on site including parking spaces and its implications on school enrolment forecasts? | | | | | Yes |  | No | |  | | | |
| Has the school checked that your current student enrolments and staff numbers do not exceed maximum occupancy for the site? | | | | | Yes |  | No | |  | | | |
| Has the school undertaken a risk assessment of the school site and provided risk mitigation strategies?  These are site specific risks such as exits/entrances, balconies, stairwells, access to kitchen and other electrical appliances, local surroundings, hot spots etc. | | | | | Yes |  | No | |  | | | |
| Has the school prepared a maintenance schedule for buildings, facilities and grounds? | | | | | Yes |  | No | |  | | | |
| **Educational facilities** | | | | | | | | | | | | |
| Has the school considered whether the school site has adequate buildings, facilities and grounds to deliver the school’s curriculum and educational programs, taking into consideration projected enrolments and growth in enrolments? | | | | | Yes |  | No | |  | | | |
| Has the school considered whether the facilities suit the school student cohort’s ages and needs? | | | | | Yes |  | No | |  | | | |
| Does the school site plan clearly identify location of facilities? | | | | | Yes |  | No | |  | | | |
| Does the school have separate toilet facilities for students and staff? | | | | | Yes |  | No | |  | | | |